



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

detailed course of studies for seven periods of life. It is so full as to include practically everything available in religious material. It might be possible to disagree with incidental points, but in the main all scientific opinion would indorse the presentation here made.

QUESTIONS FOR DISCUSSION

1. May the Sunday school use extra-biblical material? If so, to what extent?
2. What is the specific responsibility of the pastor for an efficient Sunday school?
3. Can the entire educational work of the church be organically related in one comprehensive scheme?
4. What is the difference between masculine and feminine religion?
5. Can we train the lay administrative officers of a church?
6. What Sunday-school textbooks have proved satisfactory?
7. Should we build an auditorium and use it for an educational institution?

SOME FURTHER WORKS

- Pease, *An Outline of a Bible-School Curriculum.*
 Alexander, *The Sunday School and the Teens.*
 Cope, *The Modern Sunday School in Principle and Practice.*
 Littlefield, *Handwork in the Sunday School.*
 Crooker, *The Church of Today.*
 Barbour, *Making Religion Efficient.*
 Cressey, *The Church and the Young Man.*
 Rayment, *The Use of the Bible in the Education of the Young.*
 Hartshorne, *Worship in the Sunday School.*

SUGGESTIONS TO LEADERS OF CLASSES USING THE ORIGIN AND TEACHING OF THE NEW TESTAMENT BOOKS¹

For several reasons the work of the present month is of very great value to the students of this course, and especially to those who are studying in groups. Because of the fact that the story reverts, in this second book written by Luke, to Paul with whose life the class became familiar in the first three months of the course, the present chapter presents an opportunity for a thorough review and a rapid survey of the life of Paul, without the hampering necessity of the consideration of the letters which he wrote.

More than this, however, the Book of Acts, which contains the material for our present study, presents to the class for the

first time a full picture of the pre-Pauline work of the early church. Centering at first around the enthusiastic preaching of Peter and the Jerusalem apostles, Luke carries us in his fascinating narrative through all of the period of the missionary activities of the church, the great problems arising out of the conversion of the gentiles, and the endeavors of the Christians to interpret their new experiences in the light of their early training as well as upon the basis of the principles set forth by Jesus. Through this book we come into close contact with the bitter division of the Jewish society into Christian and non-Christian groups, and the persecutions which arose out of this division.

¹The suggestions relate to the eighth month's work, the student's material for which appears in the *Biblical World* for April and may be obtained in pamphlet reprints for use with classes. Address: THE AMERICAN INSTITUTE OF SACRED LITERATURE, The University of Chicago.

Perhaps for the first time the members of the class will also appreciate the fact that for centuries the Christian church has devoted large attention to the effort to discover the details of the early life of the Christians, and to mold their own organization and doctrines accordingly. This process has resulted in denominations too numerous to mention, each priding itself on the scriptural correctness of its views. Only in recent years has the emphasis upon these details been shifted to a reconsideration and reinterpretation of the principles and life of Jesus. To this new movement toward finding the vital elements in Christianity is largely due the social and religious awakening of the present day, and the tendency toward union of effort in Christian service, regardless of denominational lines.

Program I

Leader: A careful reading with the class of the outline of the Book of Acts given in the study for the month as a basis for recalling the incidents connected with Paul's labors, and the spirit, atmosphere, and problems of the journeys of Paul.

Members: (1) The story of Pentecost and what it signifies concerning the new religion; (2) the social organization of the early church; (3) the leaders, methods, victims, and larger results of the organized persecution of the Christians; (4) a brief biography of Peter; (5) themes chiefly emphasized by the early evangelist.

Subject for discussion: Of what importance is it that the church of today should be organized and conducted upon the same basis and by the same methods as that of the Apostles?

Program II

Leader: A geographical survey of the early church in its relation to the world of its day.

Members: (1) The diary of Luke; (2) the missionary enterprises of the early church; (3) the story of Paul's arrest and various trials from the point of view of the non-Christian Jews, and the Romans; (4) traces of Luke's admiration for Paul in his story of the arrest, trial, and journey to Rome; (5) steps in the growth of the belief of the early church in the universal gospel.

Subject for discussion: (1) How much is our conception of Paul due to the character of his biographer, or (2) is the church of today comparable in missionary enthusiasm with that of Paul's day? If not, why not?

REFERENCE READING

Moffatt, *An Introduction to the Literature of the New Testament*, pp. 282-314; Julicher, *An Introduction to the New Testament*, pp. 430-56; Peake, *Introduction to the New Testament*, chap. xiii; Milligan, *Documents of the New Testament*, pp. 161-67; Burton, *Records and Letters of the Apostolic Age*, entire volume; Wrede, *The Origin of the New Testament*, pp. 91-102; Moore, *The New Testament in the Christian Church*, pp. 225-61; von Soden, *History of Early Christian Literature*, pp. 210-48; Bacon, *The Making of the New Testament*, chaps. iii and iv; Gilbert, *Christianity in the Apostolic Age*, pp. 4, 5, and extracts from each chapter; Scott, *The Apologetic of the New Testament*, chaps. iii, iv, and vii; Harnack, *Luke, the Physician*, entire volume; *Acts of the Apostles*, entire volume; McGiffert, *The Apostolic Age*, chap. ii and selections from chaps. iii and iv; Weiss, *Manual of Introduction to the New Testament*, pp. 315-54; Mathews, *New Testament Times in Palestine*, chaps. xiv and xv; Volume on Acts in each of the following series: *The Cambridge Bible for Schools and Colleges*; *The Bible for Home and School*; *The Century Bible*. Articles too numerous to mention by title will be found in the *Hastings Dictionary of the Bible*, four-volume and one-volume editions, in the *Standard Dictionary of the Bible*, and in the *Encyclopaedia Britannica*.